



Information and Application Procedures Fiscal Year 2000

Effective Alternative Strategies: Grant Competition to Reduce Student Suspensions and Expulsions and Ensure Educational Progress of Suspended and Expelled Students

OMB# 1810-0551 Expiration Date: 6/2000

(CFDA #84.184M)

***Technical Assistance Workshop
See page 3 for details***

Deadline for Receipt of Applications:

May 22, 2000

**U.S. Department of Education
Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program**

A Brief Introduction

The Safe and Drug-Free Schools and Communities Act (SDFSCA) is the Federal government's largest single source of funding for drug and violence prevention programs in the Nation's schools. The State Grants portion of the Act provides funding to approximately 97 percent of school districts in the Nation to assist them in preventing violence in and around schools, promoting safety and discipline for students, and preventing the illegal use of alcohol, tobacco, and other drugs by school-aged youth.

SDFSCA National Programs Federal Activities Grant Program

The National Programs portion of the SDFSCA supports the development of innovative programs that (1) provide models of proven effective practices that will assist schools and communities around the Nation to improve their programs funded under the SDFSCA; and (2) develop, implement, evaluate, and disseminate new or improved approaches to creating safe and orderly learning environments in schools.

Eligibility

Eligible applicants under this competition are public and private non-profit organizations and individuals.

Authority

This competition is authorized under Title IV, Section 4121 of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1994. (Public Law 103-382)

Note to Applicants

This is a complete application package for Effective Alternative Strategies: Grant Competition to Reduce Student Suspensions and Expulsions and Ensure Educational Progress of Suspended and Expelled Students. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for the grant.

This application should be prepared following the instructions and criteria included.

Applicants should clearly indicate on the Standard Form 424 the CFDA number and alpha suffix of the competition (84.184M) for which funds are being requested.

Deadline Extensions

Waivers for individual applications failing to meet the deadline will not be granted, regardless of the circumstances. Under very extraordinary circumstances the Department may change the closing date for a competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

Estimated Range of Awards

Under this program, an estimated 20 awards, each ranging from \$250,000 to \$750,000, will be made. The Department of Education is not bound by any estimates in this application package.

Length of Projects

Projects will be funded for one year with options for two additional years—contingent upon substantial progress. **[Note: Applicants requesting three-year projects must submit a detailed budget narrative for each of the three years.]**

TECHNICAL ASSISTANCE WORKSHOP

A technical assistance workshop will be provided on **April 26, 2000**, from **3:00-4:30pm** (ET). This event allows applicants to interact with SDFS staff and ask detailed questions about all aspects of the application process and gain a greater understanding of this grant competition. Applicants may call, fax, or e-mail questions before and during the broadcast. Participation in this event is free. Please register at www.ed.gov/registerevent to receive the broadcast coordinates and ensure that you will be notified of any changes. Call 800-USA-LEARN for more information.

OFFICIAL DOCUMENTS NOTICE:

The official documents governing this competition are the Notice of Final Priority and the Closing Date Notice, published in the Federal Register on April 6, 2000. These notices are also available electronically at the following web sites: www.ed.gov/offices/OESE/SDFS and [<http://ocfo.ed.gov/fedreg.htm>](http://ocfo.ed.gov/fedreg.htm)

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I. General Requirements

Prohibited Uses

Grantees may **not** use funds for:

- construction, (except for minor remodeling needed to carry out the activities described in the application) ;or
- medical services, drug treatment or rehabilitation, (except for pupil services or referral to treatment for students who are victims of or witnesses to crime or who use alcohol, tobacco, or drugs).

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this package:

- (1) 34 CFR Part 75 (Direct Grant Programs)
- (2) 34 CFR Part 77 (Definitions that Apply to Department Regulations)
- (3) 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities)
- (4) 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements with State and Local Governments)
- (5) 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- (6) 34 CFR Part 82 (New Restrictions on Lobbying)
- (7) 34 CFR Part 85 (Government-wide Debarment and Suspension (Non-Procurement))
- (8) 34 CFR Part 97 (Protection of Human Subjects)
- (9) 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- (10) 34 CFR Part 99 (Family Educational Rights and Privacy)

Other Selection Factors

In making awards under this grant competition, the Secretary may take into consideration the geographic distribution of projects in addition to the rank order of applications. The Secretary particularly encourages applications employing strategies and programs with evidence of effectiveness or innovative programs that are based on research or models that have shown effectiveness.

Contingent upon the availability of funds, the Secretary may make additional awards in FY 2001 from the rank-ordered list of unfunded applicants from this competition.

II. Program Specific Information

Purpose

The intent of this competition is to award grants to the most promising, creative, effective, and innovative alternative strategies/programs to reduce or prevent suspensions and expulsions and to continue educational progress for those students who are suspended or expelled from school. There are numerous high quality, effective alternative strategy programs operating in communities across the country and numerous communities looking to improve or develop quality alternative programs. Grants awarded under this competition will enable communities to further improve services to youths and their families, evaluate student and family outcomes, and disseminate their effective, alternative approach to other schools and communities. Thus, this competition is intended to serve as a catalyst in bringing about the enhancement and broader use of quality alternative strategies/ programs.

Note: Funds awarded under this competition may not be used for start up of alternative schools.

Eligible Applicants

Eligible applicants are public and private non-profit organizations and individuals.

Grantee Meeting

Applicants should budget for travel, hotel and subsistence for up to two individuals to attend an annual, two-day grantee meeting. For planning purposes, applicants may assume the meeting will take place in Washington, D.C.

Length of Award

One initial year, with two additional years of continuation grants contingent upon proof of substantial progress.

Dissemination

Each application must describe the plan for sharing program information to make others aware of the program throughout the three-year grant period. In addition, each application must include a plan for dissemination of the program, developed in conjunction with the program developer, if applicable, to bring about further implementation of the program in other school sites and districts during the third year of the grant.

Technology

Each application must clearly describe how technology is used as an integral part of their program including how technology is used to: 1) enhance student learning and development, 2) improve operations of the program, and 3) share information about their program with others.

III. Application Information and Selection Criteria

Background

Every year, thousands of students are suspended and/or expelled from school for periods of time ranging from one day to one year, or more. These students are generally provided a broad range of educational services: education in another school within the same district; placement in an alternative school, an after-school or Saturday school program; educational packets to be done at home; and various other options. At the same time, many expelled or suspended students are *not* provided any educational services during this time. This can result in academic failure, school drop out, increases in criminal and violent behavior, increase in drug use, and further disconnection from the educational process. In fact, some research suggests that suspension/expulsion is perhaps the most powerful message of rejection contributing to student disconnection and disengagement.

- The Office for Civil Rights reported 3 million incidents of suspensions (one or more days out of school) and 1 million incidents of expulsions during the 1994-95 school year.
- The number of alternative schools tripled during the early 1990s. In school year 1988-89, there were 894 alternative public schools, comprising one percent of all public schools and serving 0.2% of the nation's public school students. By school year 1994-95, there were three times the number of alternative public schools (2,604). These schools represented three percent of all public schools and served one percent of the total public school membership – five times the numbers served in 1989.
- Fifteen percent of high school dropouts surveyed in the *National Longitudinal Study of 1988* cited suspension or expulsion as the reason for dropping out of school.

As education officials and policy makers remain concerned about the incidence of crime and violence in or near schools, they have passed legislation or implemented policies addressing school violence. And, as zero-tolerance policies have become more popular, the number of student expulsions for violent or disruptive behavior has increased. In addition, every school receiving ESEA funds must have a policy requiring the expulsion of any student caught bringing a firearm to school, as well as referral to the appropriate criminal justice authority.

Although effective discipline policies seek to encourage responsible behavior while providing an environment that discourages misconduct, various studies conducted over a period of years reflect the widespread use of suspension as a method for managing problem behavior. With a growth in the number of suspensions and expulsions, there is also growing concern that when disruptive or violent students are suspended or expelled and allowed to roam the streets, there is increased neighborhood crime and larger criminal justice expenditures. Therefore, even with the increasing interest in school

safety, there is still the responsibility to provide public education to those students who threaten that safety.

Unfortunately, many cities and school districts are unable to meet the demand for alternative placements – often the waiting list for a place in an alternative school is at least 50% greater than capacity. According to the Department’s *Report on State Implementation of the Gun Free Schools Act – School year 1996-97*, 44% of the students expelled nationwide for bringing a weapon to school were **not** referred to an alternative school or program and apparently remained out of school throughout their term of expulsion. On the other hand, some schools are now simply “warehousing” disruptive and dangerous students and are losing sight of an academic focus. Alternative settings differ appreciably in their descriptions of services they provide, their missions, and their governance.

In addition to a lack of common quality standards among alternative schools and programs, there are also equity concerns associated with the increase in alternative programs for disruptive and dangerous students. African-American and Latino students already are enrolled in alternative schools at a disproportionately higher rate. While about 16% of public enrollment consists of Black students, fully 28% of the alternative school enrollment comes from this group. Similarly, only about 12% of public school enrollment is made up of Hispanic students, yet the proportion of alternative school enrollment for Latinos is 19%.

With the increasing numbers of students now needing alternative placements, programs, and strategies for successful learning, there is definitely the need for higher standards exhibited in these settings. These young people have a right to a quality of learning that prepares them for their world and their future.

The focus of this funding is twofold:

- Decrease the number of suspensions and expulsions.

Studies indicate that approximately four of every five disruptive students can be traced to some dysfunction in the way schools are organized, staff members are trained, or schools are run. The development of sound policies, staff and professional development, and consistent and proven management practices are essential.

- Ensure continued educational progress for suspended and expelled students through the use of high quality, effective programs and strategies that are working and already demonstrate positive outcomes with suspended or expelled students.

In 1998, the Department of Education established the Principles of Effectiveness for the use of Safe and Drug-Free Schools funds. These principles require grant recipients, among other things, to implement research-based, effective strategies and programs.

It is not possible to provide a single model or strategy that ensures an effective alternative setting. However, there is a consistent profile of promising “characteristics”: a low

student/teacher ratio; a clearly stated mission, measurable program goals and discipline code; a way to engage and involve parents; a caring faculty that receives continual staff development; a school staff that has high expectations for student achievement; a learning program specific to the students' expectations and learning styles; a school experience relevant to the students' future through exposure to and preparation for the world of work; a flexible school schedule with community involvement and support; and a total commitment to each student's success.

Clearly, something must be done to help students in danger of losing their opportunity for education because of their own disruptive and dangerous behavior. Like other students, these youngsters deserve more than our dismissal or capitulation. Giving up on them will result in a missed opportunity for both the students and society because effective alternative placement programs and strategies can reduce some of the factors that lead to poverty and crime by increasing the probability of high school graduation.

Eligibility

In order to be eligible for an award, applications must: be submitted by a public or private, non-profit agency or individual.

Absolute Priority

Under the absolute funding priority for this grant competition, non-profit public and private organizations and individuals must propose projects that:

Enhance, implement, and evaluate strategies to reduce the number and duration of student suspensions and expulsions **and** ensure continued educational progress for students who are suspended or expelled from school.

The Secretary funds under this competition only applications that meet this absolute priority.

Selection Criteria

The following selection criteria will be used to evaluate applications for new grants under this competition. The maximum score for all of these criteria is 100 points. The maximum score for each criterion or factor under that criterion is indicated in parentheses.

(1) Need for the project (10 points)

Applicants must:

- (a) Identify the target population and provide a justification for its selection.
- (b) Provide data on suspensions and expulsions during the 12-month period preceding implementation of the strategy in schools served by this project. Data shall include

number of suspensions and expulsions, reasons for suspension or expulsion, and type of suspension or expulsion, i.e., in school, alternative placement or other.

- (c) Describe current policies and procedures governing suspension and expulsion and explain how the funds would be used to provide alternatives to suspension and expulsion.
- (d) Describe current services for suspended and expelled youth and explain how funds would be used to enhance or strengthen strategies to ensure continued educational progress.

In determining the need for the proposed project the following factor is considered:

- (A) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

(2) Quality of the project design (30 points)

Applicants must:

- (a) Provide a detailed description of the strategies that will be implemented and explain why they are likely to be effective. Provide evidence that the design and implementation of the proposed project is based upon 1) student and staff input and participation, and 2) what research and expert practice have shown to be effective with the target population.
- (b) Set measurable goals and objectives for each year of the project and describe how progress toward achieving those goals and objectives will be measured annually. Provide a detailed description of the project's goals and intended outcomes for students (and their families, if applicable). Include goals and outcomes that cover student behavior, family participation and training, student academic progress, and future goals for student's successful performance and adjustment in school, higher education or work.
- (c) Explain the role of parents in the proposed project, how they are to be involved, what type of training and participation opportunities are offered and/or required, and what the project will do to ensure parental involvement.

In determining the quality of the design of the proposed project, the following factors are considered:

- (A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (6 points)
- (B) The extent to which the proposed project encourages parental involvement. (6 points)
- (C) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (6 points)

- (D) The extent to which the proposed project represents an exceptional approach to the priority. (6 points)
- (E) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State and Federal resources. (6 points)

(3) Quality of project services (30 points)

Applicants must:

- (a) Provide a detailed description of the services that will be provided to suspended or expelled students and those at risk for suspension or expulsion. Explain the relationship of project strategies and services to desired outcomes in students and to knowledge from research and effective practice.
- (b) Describe project linkages to community resources and groups that may provide critical services to students. Include a description of all collaborative arrangements between and among schools, law enforcement, juvenile justice, human, social and family services, churches, civic groups, businesses and others. Describe particular services and resources provided through these linkages that contribute to the success of the proposed project.
- (c) Provide evidence of existing partnerships and linkages to community resources and groups, where applicable.

In determining the quality of the proposed project services, the following factors are considered:

- (A) The extent to which the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. (6 points)
- (B) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (8 points)
- (C) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards. (8 points)
- (D) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate community partners for maximizing the effectiveness of project services. (8 points)

(4) Quality of project personnel (15 points)

Applicants must:

- (a) Explain the characteristics of staff that work with target students to achieve desired project outcomes in terms of their training, expectations for students, and

relationships with teachers, staff and students. Describe the staff qualifications and training that is required, desired and sought.

In determining the quality of project personnel, the following factors are considered:

- (A) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. (5 points)
- (B) The qualifications, including relevant training and experience, of key project personnel. (10 points)

(5) Quality of the project evaluation (15 points)

Applicants must:

- (a) Provide a detailed description of their plan to evaluate the project and its outcomes for students. This must include a description of how information from staff, students and their families, where applicable, will be used to make improvements in the project each year. The plan should clearly explain how the goals and objectives of the project are to be measured and assessed.
- (b) Use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and academic progress and process (formative) measures that assess and document the strategies used.

In determining the quality of the evaluation, the following factors are considered:

- (A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)
- (B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

IV. Application Contents

A completed application for assistance under this competition consists of two parts:

- (1) all forms and assurances that must be submitted in order to receive a grant and
- (2) a detailed narrative description of the proposed project and the budget to support it.

Applicants should carefully review the Selection Criteria for information on items that must be covered in the narrative description. Each eligible application, received by the deadline, will be reviewed by a panel of non-federal readers with experience in drug prevention, school safety or other youth development specialty. The panel will award points ranging from zero to thirty for each of the selection criteria based on the quality and completeness of the narrative description. In describing the proposed project, applicants should take care to provide a comprehensive response to all of the items under the selection criteria that are preceded by a number and by a letter. Applications that fail to fully address selection criteria will be read, however, experience suggests they may not score well enough to be funded.

Organizing the Application

Please organize your application to contain the following items organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier.

1. **Application for Federal Assistance:** (Title Page - Standard Form 424, REV 1-99). In Item 4 of the 424, clearly identify the Catalog of Federal Domestic Assistance (CFDA) Number and the Title of the competition under which funds are being requested. Please include the following: CFDA # 84.184M.
2. **Table of Contents:** An itemized listing of each section of the application package, including page numbers.
3. **Budget Information:** (Standard Form 524). Provide amounts for major budget categories. Note that a budget must be submitted for each year in which funds are requested. Failure to supply a budget for each year of the project will result in no funding for those years.
4. **Budget Justification:** This is a detailed description of all expenditures necessary to carry out the proposed project. Expenditures should be broken down accordingly to the categories on the budget summary form (ED 524). Provide an explanation of how the indirect cost rate was calculated.
5. **Program Abstract:** Clearly mark this page with the applicant/organizational name and the title of the project that were included on Standard Form 424. The summary, not

to exceed one page, should accurately and concisely reflect the proposal and include a description of the objectives of the project, approaches to be used, and the outcomes expected.

6. **Program Narrative Statement**: Applicants should organize the Program Narrative according to the Selection Criteria specified in Section III. The narrative should address all the criteria and all of the factors under each criterion. The pages of the narrative section must be numbered and should be limited to **25 typed** pages, double-spaced, printed only on one side, with at least ½ inch margins. It is in the best interest of applicants to ensure that the narrative statement is easy to read, logically developed in accordance with selection criteria, and fully addresses each rating factor.

7. **General Education Provisions Act (GEPA) Section 427**: Section 427 of GEPA affects applicants for new discretionary grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

8. **Assurances/Certifications**: (Standard Form 424B, Certification Regarding Drug-Free Workplace, Certification Regarding Debarment, Certification Regarding Lobbying and Certification Regarding Environmental Tobacco Smoke.) Of these forms, only the Standard Form 424B and the Certification Regarding Lobbying need to be signed and returned with the application. By signing the Standard Form 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment and environmental tobacco smoke.

9. **Appendices and Forms**: This section should contain any supplementary information that applicants may choose to submit in support of applicant's capacity and preparation to undertake the proposed project.

These documents may include resumes; letters of agreement with cooperating entities, if appropriate; evaluation results; or other materials. Do not include budget or program narrative information in this section.

V. Application Submission Procedures

Number of copies

To be considered for a grant, each applicant must submit a signed original and two additional copies of the grant application, including all attachments, to the application receipt point specified below. The original copy of the application must have an original signature, signed in black ink. Each copy must be stapled in the upper left corner or bound at the left margin. All copies of the application must be submitted in a single package. **Do not submit audio or video tapes or CD Roms as part of the application**

In addition to the three required copies, applicants are requested, but not required, to submit a fourth complete copy of the application.

Closing Date

For the grant programs in this announcement, applications must be received by the Department's Application Control Center not later than 4:30 p.m. Eastern Time on
May 22, 2000.

Mail Address

Applications sent by mail should use the following address:

U.S. Department of Education
Application Control Center
Room 3633, ROB#3
Attention: CFDA: 84.184M
Washington, D.C. 20202-4725

NOTE: Applications must be received in the Application Control Center by 4:30 PM, Eastern Time (May 22, 2000). Applications received after 4:30 PM, Eastern Time (May 22, 2000) will not be read.

Hand Delivery

Applications to be hand-delivered should use the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA # 84.184M
Room 3633
Regional Office Building #3
7th and D Streets, SW
Washington, D.C.

NOTE: Hand-delivered applications must be received by 4:30 PM (Washington D.C. time) on MAY 22, 2000. Applications received after 4:30 PM, MAY 22, 2000 will not be read. Applicants planning to use overnight delivery services are advised to send applications at least 48 hours in advance of the closing date. Applicants should also request written confirmation of delivery from the overnight service.

Notes

(1) The Application Control Center will mail a Grant Application Receipt Acknowledgement to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing the application, the applicant should call the U.S. Department of Education Application Control Center at (202) 708-9493.

(2) The applicant must indicate on the envelope and--if not provided by the Department--in Item 4 of the Application for Federal Assistance (Standard Form 424) the CFDA number and alpha suffix (84.184M) of the competition under which the application is being submitted.

FOR FURTHER INFORMATION CONTACT: Safe and Drug-Free Schools Program, U.S. Department of Education, 400 Maryland Ave., SW, Room 3E300, FOB #6, Washington, D.C. 20202-6123, (202) 260-3954. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern Time, Monday through Friday.

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Server at (under Announcements, Bulletins and Press Releases); or on World Wide Web at (<http://www.ed.gov/funding.html>).

However, be advised that the official application notice for a discretionary grant competition is the notice published in the **FEDERAL REGISTER**.

Application Checklist

Use This Checklist in Preparing the Application Package:

- _____ An original and three copies of the application are enclosed. Each page of the application is numbered consecutively.
- _____ All forms in the original application that require a signature are signed in black ink.
- _____ DUNS Number supplied on SF 424. (See below for instructions on obtaining a DUNS #.)
- _____ Tax Identification Number supplied on SF 424. (See below for instructions on including the Tax ID #.)
- _____ The application face sheet (SF 424)
- _____ A one-page project abstract
- _____ A narrative description of the project (up to 25 pages)
- _____ A budget summary page and a supporting budget narrative (Separate budgets and supporting narrative must be submitted for each year funding is requested.)
- _____ All applications must include the required forms, assurances and certifications. Required forms listed below:
 - (1) SF 424 – Application for Federal Assistance and Instructions
 - (2) ED 524 – Budget Information, Non-Construction Programs and Instructions
 - (3) SF 424B – Assurances, Non-Construction Programs
 - (4) ED80-0013 – Certifications Regarding Lobbying; Debarment, Suspension & Other Responsibility Matters; and Drug-Free Workplace Requirements
 - (5) ED80-0014 – Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion – Lower Tier Covered Transactions
 - (6) SF LLL – Disclosure of Lobbying Activities and Instructions
 - (7) Program Specific Assurances
- _____ GEPA Section 427 Requirement
- _____ A copy of the letter to the State Single Point of Contact

All forms required to submit the application package are available electronically at the following web site:

<http://www.ed.gov/GrantApps/>

**Reminder: Applications must be received no later than 4:30 PM
Eastern Time on
MAY 22, 2000.**

Other Information

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, call:

U.S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page: <http://www.ed.gov/> (WWW address)
<gopher://gopher.ed.gov/> (Gopher address)

OCFO Web Internet Page <http://ocfo.ed.gov/> (WWW address)

DUNS NUMBER INSTRUCTIONS

Please provide the applicant's D-U-N-S Number. If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dbis/aboutdb/intlduns.htm>

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S Numbers to over 43 million companies worldwide.

TAX IDENTIFICATION NUMBER INSTRUCTIONS

Enter the tax identification number as assigned by the Internal Revenue Service.

AUTHORIZING LEGISLATION

TITLE IV--SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

``SEC. 4001. SHORT TITLE.

``This title may be cited as the `Safe and Drug-Free Schools and Communities Act of 1994'.

``SEC. 4002. FINDINGS.

``The Congress finds as follows:

``(1) The seventh National Education Goal provides that by the year 2000, all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning.

``(2) The widespread illegal use of alcohol and other drugs among the Nation's secondary school students, and increasingly by students in elementary schools as well, constitutes a grave threat to such students' physical and mental well-being, and significantly impedes the learning process. For example, data show that students who drink tend to receive lower grades and are more likely to miss school because of illness than students who do not drink.

``(3) Our Nation's schools and communities are increasingly plagued by violence and crime. Approximately 3,000,000 thefts and violent crimes occur in or near our Nation's schools every year, the equivalent of more than 16,000 incidents per school day.

``(4) Violence that is linked to prejudice and intolerance victimizes entire communities leading to more violence and discrimination.

``(5) The tragic consequences of violence and the illegal use of alcohol and drugs by students are felt not only by students and such students' families, but by such students' communities and the Nation, which can ill afford to lose such students' skills, talents, and vitality.

``(6) While use of illegal drugs is a serious problem among a minority of teenagers, alcohol use is far more widespread. The proportion of high school students using alcohol, though lower than a decade ago, remains unacceptably high. By the 8th grade, 70 percent of youth report having tried alcohol and by the 12th grade, about 88 percent have used alcohol. Alcohol use by young people can and does have adverse consequences for users, their families, communities, schools, and colleges.

``(7) Alcohol and tobacco are widely used by young people. Such use can, and does, have adverse consequences for young people, their families, communities, schools, and colleges. Drug prevention programs for youth that address only controlled drugs send an erroneous message that alcohol and tobacco do not present significant problems, or that

society is willing to overlook their use. To be credible, messages opposing illegal drug use by youth should address alcohol and tobacco as well.

“(8) Every day approximately 3,000 children start smoking. Thirty percent of all secondary school seniors are smokers. Half of all new smokers begin smoking before the age of 14, 90 percent of such smokers begin before the age of 21, and the average age of the first use of smokeless tobacco is under the age of 10. Use of tobacco products has been linked to serious health problems. Drug education and prevention programs that include tobacco have been effective in reducing teenage use of tobacco.

“(9) Drug and violence prevention programs are essential components of a comprehensive strategy to promote school safety and to reduce the demand for and use of drugs throughout the Nation. Schools and local organizations in communities throughout the Nation have a special responsibility to work together to combat the growing epidemic of violence and illegal drug use and should measure the success of their programs against clearly defined goals and objectives.

“(10) Students must take greater responsibility for their own well-being, health, and safety if schools and communities are to achieve the goals of providing a safe, disciplined, and drug-free learning environment.

“SEC. 4003. PURPOSE.

“The purpose of this title is to support programs to meet the seventh National Education Goal by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related Federal, State, and community efforts and resources, through the provision of Federal assistance to--

“(1) States for grants to local educational agencies and educational service agencies and consortia of such agencies to establish, operate, and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral, and education in elementary and secondary schools (including intermediate and junior high schools);

“(2) States for grants to, and contracts with, community-based organizations and other public and private nonprofit agencies and organizations for programs of drug and violence prevention, early intervention, rehabilitation referral, and education;

“(3) States for development, training, technical assistance, and coordination activities;

“(4) public and private nonprofit organizations to conduct training, demonstrations, and evaluation, and to provide supplementary services for the prevention of drug use and violence among students and youth; and

“(5) institutions of higher education to establish, operate, expand, and improve programs of school drug and violence prevention, education, and rehabilitation referral for students enrolled in colleges and universities.

``SEC. 4004. FUNDING.

``There are authorized to be appropriated--

``(1) \$630,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, for State grants under subpart 1; and

``(2) \$25,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, for national programs under subpart 2.

``Subpart 2--National Programs

``SEC. 4121. FEDERAL ACTIVITIES.

``(a) Program Authorized.--From funds made available to carry out this subpart under section 4004(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, the Chair of the Ounce of Prevention Council, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students at all educational levels from preschool through the post secondary level. The Secretary shall carry out such programs directly, or through grants, contracts, or cooperative agreements with public and private nonprofit organizations and individuals, or through agreements with other Federal agencies, and shall coordinate such programs with other appropriate Federal activities. Such programs may include--

``(1) the development and demonstration of innovative strategies for training school personnel, parents, and members of the community, including the demonstration of model pre-service training programs for prospective school personnel;

``(2) demonstrations and rigorous evaluations of innovative approaches to drug and violence prevention;

``(3) the provision of information on drug abuse education and prevention to the Secretary of Health and Human Services for dissemination by the clearinghouse for alcohol and drug abuse information established under section 501(d)(16) of the Public Health Service Act;

``(4) the development of curricula related to child abuse prevention and education and the training of personnel to teach child abuse education and prevention to elementary and secondary schoolchildren;

``(5) program evaluations in accordance with section 14701 that address issues not addressed under section 4117(a);

``(6) direct services to schools and school systems afflicted with especially severe drug and violence problems;

``(7) activities in communities designated as empowerment zones or enterprise communities that will connect schools to community-wide efforts to reduce drug and violence problems;

- “(8) developing and disseminating drug and violence prevention materials, including video-based projects and model curricula;
 - “(9) developing and implementing a comprehensive violence prevention strategy for schools and communities, that may include conflict resolution, peer mediation, the teaching of law and legal concepts, and other activities designed to stop violence;
 - “(10) the implementation of innovative activities, such as community service projects, designed to rebuild safe and healthy neighborhoods and increase students' sense of individual responsibility;
 - “(11) grants to noncommercial telecommunications entities for the production and distribution of national video-based projects that provide young people with models for conflict resolution and responsible decision-making;
 - “(12) the development of education and training programs, curricula, instructional materials, and professional training and development for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities most directly affected by hate crimes; and
 - “(13) other activities that meet unmet national needs related to the purposes of this title.
- “(b) Peer Review.--The Secretary shall use a peer review process in reviewing applications for funds under this section.

REQUIRED FORMS

Effective Alternative Strategies:

**Grant Competition to
Reduce Student Suspensions and Expulsions
And
Ensure Educational Progress of Suspended and Expelled
Students**

**CFDA NUMBER:
84.184M**